

Mossy Oaks Elementary

2510 Mossy Oaks Road
Beaufort, South Carolina 29902

Grades	PK-5 Elementary School	
Enrollment	412 Students	
Principal	Donald A. Gruel	843-322-2900
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	46	20	0	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Good	Yes

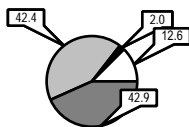
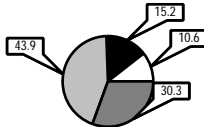
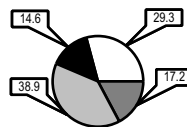
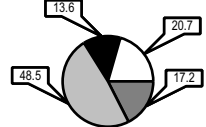
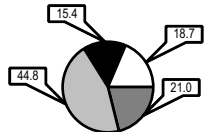
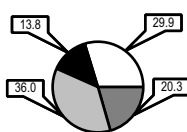
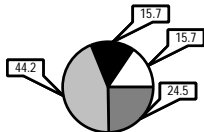
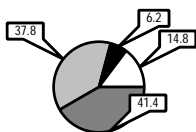
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	220	100.0	12.6	42.4	42.9	2.0	57.1	Yes	Yes
Gender									
Male	108	100.0	10.1	49.5	37.4	3.0	49.5		
Female	112	100.0	15.2	35.4	48.5	1.0	64.6		
Racial/Ethnic Group									
White	153	100.0	6.6	40.1	51.1	2.2	65.0	Yes	Yes
African American	58	100.0	26.9	48.1	23.1	1.9	40.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	184	100.0	9.0	38.6	50.0	2.4	63.3		
Disabled	36	100.0	31.3	62.5	6.3	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	220	100.0	12.6	42.4	42.9	2.0	57.1		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	100.0	11.9	42.0	44.0	2.1	58.5		
Socio-Economic Status									
Subsidized meals	88	100.0	24.0	49.3	22.7	4.0	38.7	Yes	Yes
Full-pay meals	132	100.0	5.7	38.2	55.3	0.8	68.3		

Mathematics – State Performance Objective = 36.7%									
All Students	219	100.0	10.2	44.2	30.5	15.2	62.4	Yes	Yes
Gender									
Male	107	100.0	10.2	40.8	29.6	19.4	64.3		
Female	112	100.0	10.1	47.5	31.3	11.1	60.6		
Racial/Ethnic Group									
White	152	100.0	5.9	38.2	37.5	18.4	75.0	Yes	Yes
African American	58	100.0	21.2	59.6	15.4	3.8	32.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	183	100.0	2.4	44.8	34.5	18.2	70.3		
Disabled	36	100.0	50.0	40.6	9.4	0.0	21.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	219	100.0	10.2	44.2	30.5	15.2	62.4		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	9.9	43.8	30.7	15.6	63.5		
Socio-Economic Status									
Subsidized meals	88	100.0	21.3	52.0	16.0	10.7	41.3	Yes	Yes
Full-pay meals	131	100.0	3.3	39.3	39.3	18.0	75.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	219	100.0	28.9	39.1	17.3	14.7	32.0
Gender							
Male	107	100.0	24.5	38.8	21.4	15.3	36.7
Female	112	100.0	33.3	39.4	13.1	14.1	27.3
Racial/Ethnic Group							
White	152	100.0	19.9	40.4	20.6	19.1	39.7
African American	58	100.0	53.8	36.5	9.6	0.0	9.6
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	183	100.0	20.6	42.4	19.4	17.6	37.0
Disabled	36	100.0	71.9	21.9	6.3	0.0	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	28.9	39.1	17.3	14.7	32.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	28.6	39.1	17.2	15.1	32.3
Socio-Economic Status							
Subsidized meals	88	100.0	46.7	38.7	9.3	5.3	14.7
Full-pay meals	131	100.0	18.0	39.3	22.1	20.5	42.6

Social Studies							
All Students	219	100.0	20.3	48.7	17.3	13.7	31.0
Gender							
Male	107	100.0	18.4	48.0	15.3	18.4	33.7
Female	112	100.0	22.2	49.5	19.2	9.1	28.3
Racial/Ethnic Group							
White	152	100.0	13.2	50.7	19.9	16.2	36.0
African American	58	100.0	38.5	44.2	13.5	3.8	17.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	183	100.0	11.5	53.3	18.8	16.4	35.2
Disabled	36	100.0	65.6	25.0	9.4	0.0	9.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	20.3	48.7	17.3	13.7	31.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	19.8	48.4	17.7	14.1	31.8
Socio-Economic Status							
Subsidized meals	88	100.0	34.7	48.0	10.7	6.7	17.3
Full-pay meals	131	100.0	11.5	49.2	21.3	18.0	39.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	60	100.0	10.7	23.2	50.0	16.1	66.1
	4	71	100.0	14.5	46.4	37.7	1.4	39.1
	5	70	100.0	17.4	68.1	13.0	1.4	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	8.5	26.8	60.6	4.2	64.8
	4	65	100.0	10.7	50.0	37.5	1.8	39.3
	5	74	100.0	17.1	52.9	30.0	0.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	60	100.0	16.1	44.6	23.2	16.1	39.3
	4	71	100.0	17.4	36.2	26.1	20.3	46.4
	5	70	100.0	33.3	47.8	15.9	2.9	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	11.3	42.3	32.4	14.1	46.5
	4	64	100.0	7.3	41.8	36.4	14.5	50.9
	5	74	100.0	11.4	47.1	24.3	17.1	41.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	26.8	42.3	23.9	7.0	31.0
	4	64	100.0	20.0	38.2	16.4	25.5	41.8
	5	74	100.0	37.1	37.1	11.4	14.3	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	21.1	57.7	15.5	5.6	21.1
	4	64	100.0	9.1	54.5	20.0	16.4	36.4
	5	74	100.0	27.1	35.7	17.1	20.0	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 412)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.4%	Up from 2.9%	2.5%	3.0%
Attendance rate	96.2%	Up from 95.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%	Up from 8.0%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Up from 5.5%	2.7%	3.2%
Eligible for gifted and talented	21.2%	Down from 25.6%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 8.7%	7.7%	8.2%
Older than usual for grade	0.2%	Down from 1.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	58.6%	Up from 53.1%	53.7%	52.6%
Continuing contract teachers	89.7%	Up from 78.1%	84.4%	83.3%
Highly qualified teachers	96.3%	Up from 89.5%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.7%	Down from 89.8%	88.4%	87.0%
Teacher attendance rate	94.7%	Up from 94.6%	94.9%	95.0%
Average teacher salary	\$46,540	Up 2.3%	\$42,722	\$41,703
Prof. development days/teacher	11.5 days	Down from 15.6 days	12.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.7 to 1	19.8 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 88.0%	90.2%	89.8%
Dollars spent per pupil*	\$6,710	Up 11.6%	\$5,793	\$6,242
Percent of expenditures for teacher salaries*	66.6%	Down from 67.1%	66.6%	65.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	N/R	N/R	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year has been productive and rewarding for both staff and students. Our school continues to grow, both in number of students and in building size. The current renovation is scheduled to be completed in September, 2005, and we are looking forward to being a construction-free campus!

This year we launched a new character education program entitled "The Six Pillars of Character" which explores trustworthiness, respect, responsibility, fairness, caring and citizenship. Students attended assembly programs with speakers, skits, and videos which helped make these concepts relevant to the students.

A renewed emphasis on the Accelerated Reader program has occurred this year, resulting in a larger percentage of students making their goals each quarter. STAR reading scores are stronger, and reluctant readers have seen good progress, particularly with the assistance given them by the Junior Teacher Cadets from Beaufort Middle School. Mathematics has received a new focus with the implementation of the "Everyday Counts Calendar Math" which each classroom teacher instructs for the first 15 minutes of each school day. Data are showing that the use of that program is making a difference in student math scores. Next year we will be more fully implementing the "Math Facts in a Flash" program along with the Collins Writing program that we began this year.

Teachers have become particularly skilled in gathering, manipulating, and interpreting data for use in making instructional decisions. The result is that our halls are filled with graphs which evidence student achievement. It is exciting to see students gathered around these charts to mark their progress on different objectives.

Our PTO and School Management teams remained active throughout the year and provided many opportunities for bringing together our Mossy Oaks family. These activities included Open House, Fall Fling, Goodies for Grandparents, Doughnuts for Dads, Munchies for Moms, Spring Cookout, and sponsorship of special days such as Crazy Hat Day. The PTO has been particularly gracious in helping us fund the awards for our Accelerated Reader program. The School Management Team assisted in analyzing survey results and contributed to the writing of the 5-year strategic plan. We are grateful for a strong cadre of dedicated parents who work tirelessly to make Mossy Oaks a wonderful school.

There are many activities provided for students, and we make great efforts to encourage them to consistently make good choices. Quarterly awards assemblies are held where students are recognized for excellence in academics, attendance, and behavior. Parents continue to look forward to receiving good news calls weekly.

The 2005-2006 school year will find each of us in the Mossy Oaks family "in the right place at the right time doing the right thing."

Donald A. Gruel, Principal
Cris Steele, School Management Team Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	65	42
Percent satisfied with learning environment	96.4%	87.7%	78.9%
Percent satisfied with social and physical environment	96.6%	82.8%	82.9%
Percent satisfied with school-home relations	96.6%	87.7%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.